

OVERVIEW

The Corporation for National and Community Service

In his State of the Union address this year, President Bush created the USA Freedom Corps, a major initiative aimed at fostering a new culture of "citizenship, service, and responsibility."

A commitment to service builds on our Nation's long and honorable commitment to assisting individuals, families, and communities who either have not fully shared in America's prosperity or have short-term needs created by changes in life circumstances. Paired with a process of civic reflection, service also reconnects those who serve with basic American ideals such as freedom, liberty, and respect for diversity; helps to bridge ethnic, racial, religious, and economic divides; and strengthens our understanding of the responsibilities of American citizenship.

As a major part of the USA Freedom Corps, the Corporation will help assure that the government contributes to and supports the volunteer and service efforts of individuals, organizations, and communities. Specifically, our mission is to support people and organizations in using citizen service as a strategy to meet critical national and community needs, to foster an ethic of civic responsibility, and to strengthen the ties that bind us together as a nation.

We believe that service has a positive impact on those who serve. It builds civic responsibility and enables participants to practice responsible citizenship. It helps youth make the transition into adulthood. It enables seniors to leave a legacy. Through service, members of a community see themselves as problem-solvers, not problems; become leaders, not just followers; and become citizens, not spectators, in their communities. Further, through service individuals develop additional skills and gain valuable experience that will serve them well in the future.

For 2003, the Corporation has set several specific goals:

- Strengthening the capacity of nonprofit organizations, including faith- or community-based organizations, to assist individuals, families, and communities in need.

- Increasing the amount of volunteering and civic engagement in America by using Corporation resources to recruit, support, and manage volunteers.

- Achieving greater accountability and program performance.

- Leveraging resources, and investing strategically, to make the efforts of the Corporation more effective and sustainable.

- Making federal funds more responsive to state and local needs.

We have developed these application guidelines to help ensure Learn and Serve America's effectiveness in achieving these goals in the coming years. They reflect input from our service partners about how to address new program directions most effectively while building upon the experience and accomplishments of Learn and Serve America to

date. We intend to work closely with grantees and other partners in the service field during the coming year to support the implementation of these new program directions.

Learn and Serve America

"Education should prepare children for jobs, and it also should prepare our children for life. I join you in wanting our children to not only be rich in skills, but rich in ideals. Teaching character and citizenship to our children is a high calling."

President George W. Bush

The creation of an informed citizenry, able to participate in our democratic institutions, has always been a primary goal of America's schools. Given the challenges we face as a nation, educating our young people to be knowledgeable, skillful, and engaged citizens of a free society has never been more important.

Achieving that goal requires that our schools become centers of academic excellence. It also requires that they become places where our students can acquire the habits of civic participation, responsibility, and service that are essential to American democratic life. For this to occur, students must learn about our democratic institutions. They must also learn to see themselves as participants in our democracy. They need to be able to put their knowledge and ideas into practice by helping to solve real community problems alongside other community members.

In his August 31, 2002 radio address, President Bush highlighted the publication of a new resource¹ designed to help adults support youth service and service-learning. In that radio address, the President said, "Young people have the energy and determination to do important work, and volunteer service can teach them valuable lessons about responsibility, community, and selflessness at an early age. I urge our teachers and schools to begin service projects and activities in September, and to make this new school year the start of a lifelong habit of service to others."

Recent research demonstrates significant gaps in knowledge about U.S. history and about civics (particularly the NAEP assessments of each²). There is also mounting research demonstrating a decrease in youth participation in civic activities, especially voting, even as young people's participation in service activities increases. Learn and Serve America aims to reverse this trend within the programs we fund. Fostering civic responsibility is an essential component of the definition of service-learning, provided below. Service-learning activities should be designed to build participant's civic skills, knowledge, behavior and attitudes; as well as to improve academic skills; build strong partnerships between schools and organizations in their surrounding community; and meet compelling community needs.

¹ Corporation for National and Community Service, *Students in Service to America*, Washington, DC, 2002.

² For more information about NAEP (National Assessment of Educational Progress) and student performance, see the website: nces.ed.gov/nationsreportcard/sitemap.asp.

Service-Learning:

Is a method under which students or participants learn and develop through active participation in thoughtfully organized service that:

Is conducted in and meets the needs of a community;

Is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community;

Helps foster civic responsibility;

Is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and

Provides structured time for the students or participants to reflect on the service experience.³

Learn and Serve America's School- and Community-Based programs provide grants to support efforts to engage students in community service linked to educational goals. This approach to education, called service-learning, addresses community needs while developing students' academic skills and the habits of responsible citizenship. Learn and Serve America's Higher Education program provides grants to support service and service-learning activities that create ties between higher education institutions and their surrounding communities. These opportunities are the result of grants to state education agencies, state commissions on national and community service, Indian tribes, U.S. territories, colleges and universities, and nonprofit organizations. In most cases, subgrants are made by these entities to schools, institutions of higher education, or community-based organizations (secular and faith-based) to operate local service and service-learning programs.

Learn and Serve America funds are used to create new service and service-learning programs; replicate existing models; and train staff, faculty, adult volunteers and students in service-learning. Participants in School- and Community-Based programs are school-age youth, while Higher Education program participants include undergraduate and graduate students, faculty, staff, and community members.

In 2000-2001, our grantees reported approximately 2,500 local programs engaging 1,500,000 participants in service and service-learning projects to address community needs.

For 2003, the Corporation will encourage support for high-quality programs that meet community needs, as defined by states and local communities across the country, in the issue areas of education, public safety, environment, homeland security, and other human needs. We continue to make children and youth a priority that cuts across all Corporation programs and activities. Although we are not setting aside funds solely for programs serving children and youth or giving specific preference in the selection process to such applications, we want to build upon and expand the strong programs that now exist for

³ *National and Community Service Trust Act of 1990*, as amended, 42 U.S.C. 12511(23).

and with children and youth. To that end, we invite applicants to propose new programs and to strengthen existing programs in this area.

The Learn and Serve America Network

You should use these guidelines if you are applying for one of the following types of Learn and Serve America programs:

- School-Based Formula
- School-Based Competitive
 - Linking History, Civics, and Service
 - Community, Higher Education, and School Partnerships (CHESP)
 - Indian Tribes and U.S. Territories
- Community-Based
- Higher Education
 - Consortia
 - Individual Institution
 - Federal Work Study and Student Service

Use the chart below to determine for which grants you are eligible.

Available Funding

Grant Type	Who is Eligible	# of Grants	Range of grant award per year	Total Annual Amount Available
School-Based Formula	State Education Agencies only (non-competitive)	Approx. 50	Determined by formula	Approx. \$20M
School-Based Competitive 1) Linking History, Civics, and Service 2)Community, Higher Education, and School Partnerships 3)Indian Tribes and U.S. Territories	1 and 2. State Education Agencies; nonprofits making grants to schools in two or more states; Indian Tribes and U.S. Territories. 3. Any federally-recognized Indian Tribe; U.S. Territories of: Virgin Islands, Guam, American Samoa, and the Commonwealth of the Mariana Islands.	Up to 20 Up to 12	\$150,000 to 350,000 Up to \$100,000	Approx. \$6.5M Approx. \$800,000

(continued on next page)

Community-Based Programs	State Commissions on National and Community Service; nonprofits making grants to community-based organizations in two or more states.	Up to 30	\$100,000 to 350,000	Approx. \$4.8M
Higher Education Programs 1) Individual Institutions 2) Consortia 3) Federal Work Study and Student Service	Higher education institutions (as defined in the Higher Education Act of 1998); consortia of such institutions; or partnerships composed of higher education institutions and other public or private nonprofits.	Up to 70	1) up to \$125,000 2) up to \$400,000 3) consortia and individual limits apply	Approx. \$10.75M

For information on other available Corporation funding, visit our website:
www.nationalservice.org

School-Based Programs--Formula

Grants are made by formula to state education agencies, which make subgrants within their state to create new service-learning programs, or to replicate existing models, and to train teachers, administrators, adult volunteers, service-learning coordinators, and students in service-learning. State education agencies also conduct training and evaluation, support the development of local partnerships, and develop service-learning curricula. Participants in School-Based programs are school-age youth. For more information, refer to the School-Based Formula Application Guidelines.

School-Based Programs--Competitive

Grants also are made on a competitive basis to state education agencies, Indian tribes, U.S. territories and nonprofit organizations. (Higher education institutions are eligible to apply under the definition of nonprofit organizations.) Learn and Serve America School-Based grantees make subgrants to create new service-learning programs or to replicate existing models, and to train teachers, administrators, adult volunteers, service-learning coordinators, and students in service-learning. They also conduct training and evaluation, support the development of local partnerships, and develop service-learning curricula. Participants in School-Based programs are school-age youth.

This year's School-Based Competitive program focuses on two areas:

- Linking History, Civics and Service, and
- Community, Higher Education, and School Partnerships (CHESP)

For more information, refer to the School-Based Competitive Application Guidelines.

Indian Tribes and U.S. Territories

Up to 3% of Learn and Serve America School-Based funds are set aside for Indian Tribes and U.S. Territories. These funds may be used to make subgrants to create new service-learning programs, replicate existing models, and train staff, faculty, adult volunteers, and students in service-learning. They may also be used to conduct training and evaluation, support the development of local partnerships, and develop service-learning curricula. Indian tribes can elect either to subgrant or to work with tribal schools without subgranting. Participants in these programs are school-age youth. The selection process is competitive. For more information, refer to the School-Based Competitive Application Guidelines.

Community-Based Programs

Funds are awarded on a competitive basis to: 1) nonprofit organizations to make grants in two or more states, and 2) State Commissions on National and Community Service to make grants in their home state. Learn and Serve America Community-Based grantees make subgrants to youth-serving public or private nonprofit organizations to create new service programs or replicate existing models and to provide training and technical assistance. Community-Based grantees may, without subgranting, provide training and technical assistance to public or private nonprofit organizations that work with school-age youth. Participants in these programs may include youth ages 5 -17 who are not in school. For more information, refer to the Community-Based Application Guidelines.

Higher Education Programs

Through a competitive process, the Corporation awards funds directly to 1) individual colleges and universities or 2) consortia of higher education institutions, which may include public or private nonprofit organizations. Learn and Serve America: Higher Education grants support innovative community service and service-learning programs carried out through institutions of higher education, acting as civic institutions to meet the compelling needs of neighboring communities. Higher education funds may support a wide variety of community service and service-learning activities, including: the creation and expansion of service and service-learning programs; training teachers and others to conduct service-learning; integrating community service into professional education programs; strengthening the service infrastructure within higher education institutions; and supplementing community service activities in Federal Work Study programs. Participants in Higher Education programs include graduate and undergraduate students, faculty, staff, and community members.

In this grant cycle, Learn and Serve America will accept grant proposals for innovative programs in all areas and will conduct a special competition, *Federal Work Study and Student Service*, for programs that propose to support and supplement community service activities in Federal Work Study programs.

For more information, refer to the Higher Education Application Guidelines.

Hallmarks of Effective Service Programs

Service and service-learning can be used to teach any subject and meet a wide variety of community needs. However, to provide valuable service, build civic skills, and increase student achievement, project and program designers should include many of the following practices, which research suggests and program experience has shown to be effective:

Service activities should be of sustained or significant duration. Program experience suggests that a minimum of 40 hours over a school year is necessary to yield positive results for students and the community.

Teachers, faculty, after-school program coordinators or sponsors need to work with students in order to draw the connections between what the students are doing and what they should be learning. Even if service activities are conducted outside of class, it is important that the project have clear and specific learning objectives.

In schools and higher education courses, the service that students perform should have a strong connection to the curriculum they are studying. In community-based or extra-curricular programs, students' service should be accompanied by opportunities to learn that are strongly related to that service.

The relationship between service and democratic practices, ideas, and history should be made explicit in order that students see service as a civic responsibility. Project participants should be given time to reflect on their service. That may involve asking students to keep a journal, or having teachers and organizers lead discussions or coordinate activities that get participants to analyze and think critically about their service. These activities need to be planned, not left to chance.

Students should have a role not only in executing the service project, but also in making decisions about its development. Students should be involved in leadership roles in all phases of the project.

In order to ensure that service is really useful and strengthens community ties, strong partnerships with community groups based on mutually agreed upon goals, roles, and responsibilities are essential.

Overall, the most important feature of effective service and service-learning programs is that both learning and service are emphasized. For example, students in quality service-learning programs are graded on what they learn, just as they would be for any other class. But they are also expected to carry out service projects of genuine benefit to the community. Students volunteering outside of a course should also be encouraged to take on meaningful activities and, with the aid of teachers or community group leaders, find ways of reflecting seriously on them or communicating to others what they have learned.⁴

⁴ *Students in Service to America*, Corporation for National and Community Service, (2002) (www.studentsinservicetoamerica.org).

In addition to the guidance above related to the Hallmarks of Effective Service Programs, all successful Learn and Serve America applications for funding should address the following areas, discussed in greater detail below:

Linking History, Civics, and Service

Performance Measures

Support for Private Nonprofit Schools, and Faith- and Community-Based Organizations

Recognition for Participants

Nonprofit organizations and Indian Tribes are asked to provide information about their financial and management capabilities at the time of their application.

Audit and Financial Information

In addition, Higher Education applicants (regardless of funding category) must address:

Federal Work Study and Student Service

***eGrants* Online Grants Management System**

We have developed a new grants management system that includes on-line grant applications, awards and reporting. Applicants are expected to submit their application using this new on-line system, *eGrants*. See the application instructions for more information.

Linking History, Civics, and Service

The National and Community Service Act of 1990, as amended, has as one of its basic purposes to “renew the ethic of civic responsibility and the spirit of community throughout the United States.” In addition, the definition of service-learning in the National and Community Service Act of 1990 (provided on page 3 above) indicates that, among other key features, service-learning is a method under which “...participants learn and develop through active participation in thoughtfully organized service that...helps foster civic responsibility.”

As a part of all service-learning programs, participants should have the opportunity to use the service experience to help them acquire the knowledge, skills, and attitudes needed to become active citizens of communities -- local, state, national, and international. This primarily means understanding how our democracy works and playing an active role in it. To further this objective, during the coming program year we will develop new and enriched civics training resources for programs that will focus on what it means to be an American citizen, the responsibilities of democratic citizenship, and the obligations of freedom.

Service can foster civic responsibility by giving young people responsibility for significant activities, encouraging interaction among people, and having students perform tasks that are important to community well-being. However, not all service and service-learning can be called civic education. In order for service to be an effective strategy for building civic engagement and participation in American democracy, civic and historical

knowledge should be a part of the learning or training associated with the service the individuals perform. An effective civic engagement strategy might include three components:

1. Instruction in the fundamentals of democracy, including essential civic documents and history; civic and government processes; and instruction in civic skills, including responsibility, tolerance, public debate, making presentations, information-gathering, and analysis of current events.
2. Meaningful community service activities.
3. The effective linkage of the above through reflection and analysis.

While civic education is most commonly a part of social studies or history, it can be incorporated in all service projects through all curriculum areas with enhanced civic reflection. As we develop improved civics resources, we will distribute information to our grantees. However, plenty of good resources for civic education, and on linking civics and service-learning already exist. These include:

Links to Civic Education Resources:	
Bill of Rights Institute	www.billofrightsinstitute.org
Center for Civic Education	www.civiced.org
Close Up Foundation	www.closeup.org
Constitutional Rights Foundation	www.crf-usa.org
Education Commission of the States	www.ecs.org
National Archives	www.ourdocuments.gov
National Council for the Social Studies	www.ncss.org
Students in Service to America	www.studentsinservicetoamerica.org
Thomas B. Fordham Foundation	www.edexcellence.net

Also, while developed for AmeriCorps, the following civic education resources may be useful to you:

By the People, developed by the Center for Democracy and Citizenship at the Humphrey Institute of Public Affairs at the University of Minnesota. *By the People* was designed to introduce AmeriCorps members and staff to a set of civic concepts that give a broader context to service and also a set of civic skills to help members serve more effectively.

A Guide to Effective Citizenship through National Service, developed by the Constitutional Rights Foundation. By linking citizenship to the mission of AmeriCorps, the *Guide* helps members develop connections between their sense of themselves and their value to the community. The *Guide* provides tools for integrating active citizenship into the AmeriCorps experience through interactive sessions.

During the coming year, these materials will be modified and further tested. Please check our website at www.nationalservice.org for the latest information concerning the availability of these materials.

All Learn and Serve America programs are required to specify the ways in which they will encourage the development of civic knowledge, skills, responsibility, and engagement in program participants. Local projects should be encouraged to design and implement age-appropriate learning activities that foster civic knowledge, attitudes and behavior. The relationship between service and democratic practices, ideas, and history should be made explicit in order that students see service as a civic responsibility. High-quality service-learning programs should educate students in the historical context of the laws and social policies that affect the service they conduct, even if the service is not part of a social studies program. This civic reflection is essential to the development of civic participation in young people over time. Please see Appendix A on page 17 for a more detailed description of the citizenship goals for Learn and Serve America participants.

Performance Measures and Accountability

The National and Community Service Act of 1990, as amended, requires applicants for funding to apply measurable performance goals to determine the impact of Learn and Serve America on communities and participants. Since 1993, programs have been using varying forms of Performance Measures to articulate program goals and results.

With these guidelines the Corporation is launching a major effort to work with applicants and programs over the next several years to strengthen the accountability and performance of organizations that receive funds under national service laws. The Corporation is placing increased emphasis on the importance of Performance Measures as both a program management tool and a means by which to communicate program impact. This initiative builds upon the history of programs' efforts to measure the results of their activities and implements findings from a recently completed study by the Urban Institute that is available on the Corporation's website at:

www.nationalservice.org/research/index.html

Experience has shown that designing measures can be difficult and that success requires flexibility and a cooperative approach. Therefore, the Corporation will work closely with Learn and Serve America programs over the next several years to determine and refine the best approach to measuring program performance. Currently, the approach we have devised (explained in detail in the Application Instructions) is intended to be a tool to define the needs the program will address and the impact the program will have. The measures then provide indicators as to whether the program is having the intended effect.

A Learn and Serve America program will:

- develop output, intermediate-outcome, and end-outcome measures as specified below [see page 11 for definitions of these measurement types];
- submit at least one Performance Measure in each of the following categories: Needs and Service Activities; Strengthening Communities; and Developing Participants;
- include no less than three and no more than five Performance Measures, as described in the next paragraph, in the application;
- participate in negotiating these measures as part of any grant award;

develop a system for collecting and organizing this performance data to benchmark progress on an ongoing basis; and include the results in progress and final reports.

Our expectations programs with regard to Performance Measures are:

All programs are required to submit Performance Measures related to each of the three aspects of program design: Needs and Activities, Strengthening Communities, and Developing Participants. Programs will likely have many performance measures. With respect to those reported to the Corporation, you should specify no more than five and no less than three performance measures total. Among those should be at least one output, one intermediate-outcome, and one end-outcome measure.

All programs that subgrant must require that their subgrantees at the local level develop performance measures related to the three aspects of program design. Your subgrantees should report their measures to you. Among the measures they specify should be at least one end-outcome measure. Programs may aggregate subgrantee outcome data to create Performance Measures at the grantee level.

PERFORMANCE MEASURE DEFINITIONS

Output indicators—specify a count of the amount of service participants have completed, but do not provide information on benefits or other changes in the lives of participants and/or beneficiaries.

Intermediate-outcome indicators—specify a change that has occurred in the lives of beneficiaries and/or participants, but is still short of a significant, lasting benefit for them.

End-outcome indicators—specify a change that has occurred in the lives of beneficiaries and/or participants that is significant and lasting.

The Corporation fully recognizes that these Performance Measures will reflect individual program goals and circumstances, and we expect that there will be a wide spectrum of different Performance Measures across all grantees. We recognize that Performance Measures alone do not reflect the full scope and impact of Learn and Serve America programs. During the implementation of a grant, we also anticipate that Performance Measures may need to be adjusted based on program experience. We encourage you to take extra care in developing objectives that lend themselves to performance-measured outcomes. During the grant review process, we will evaluate the three to five proposed Performance Measures as one part of the selection criteria for new programs.

If your organization is selected for funding, we will negotiate specific Performance Measures with you in the grant, and we will take into account a program's record of

meeting such Performance Measures in determining future funding. The Corporation plans to issue draft regulations on this topic for comment later this year.

Evaluation

Performance Measures are designed to capture ongoing progress toward meeting program objectives. These ongoing (at least annual) program performance assessments should be supplemented with more in-depth, rigorous evaluation studies that measure the particular impact of national and community service programs.

While Performance Measurement and evaluation both include systematic data collection and measurement of progress, evaluations use scientifically-based research methods to systematically investigate the effectiveness of programs by comparing the observed program outcomes with what would have happened in the absence of the program. Evaluations estimate the impacts of programs by comparing the difference between the outcomes for individuals receiving a service or participating in a program to the outcomes for similar individuals not receiving a service or not participating in a program.

The Corporation will consider such evaluation studies when making judgments about an organization's application for funds. Summary information concerning all evaluations of program outcomes completed in the last four years should be included in your application if available and the complete evaluation needs to be made available to the Corporation either via an electronic or printed version. See the Application Instructions for information on how to submit evaluation materials.

When considering evaluation studies in assessing an applicant's proposal, we recognize that the existence, scope, and nature of evaluations will vary based on the organization, its resources, program activities, and model. However, we encourage all grantees to provide for evaluation as part of their program in order to provide information to contribute to the improvement of the value of Corporation efforts for both participants and the people they serve.

Support for Private Nonprofit Schools, and Faith- and Community-Based Organizations

Community organizations, both secular and faith-based, are on the front lines working to improve lives in some of the most vulnerable communities across America. The religious commitment and identification with the local community found in many of these groups sustains their service, often over long periods of time. The programs and activities supported through the Corporation already give vital help to these front-line workers and their community-based efforts. But we can do more.

The Corporation's support for community organizations extends across all of our programs. In 1993, the national service legislation included community organizations as a category for support and defined them as private nonprofit organizations that represent a community or a significant segment of a community and that are engaged in meeting human, educational, environmental, and public safety community needs. The legislation specifically included churches and other faith-based organizations in this definition,

recognizing the importance of such groups in dealing directly with the most difficult problems facing individuals in our communities.

Most recently, the Corporation has undertaken a number of efforts to assist grantees in supporting community organizations. These efforts include the creation of a new Faith and Communities Engaged in Service (FACES) initiative; the development of twelve champion states to develop more strategies and tools to assist such organizations; the provision of training and technical assistance to these organizations; and the funding of organizations and intermediaries to meet community needs.

For the purpose of providing a common language to applicants, we consider a faith-based organization to include:

- a religious school;
- a religious congregation (church, mosque, synagogue, temple, etc.);
- an organization, program, or project sponsored/hosted by a religious congregation (may be incorporated or not incorporated);
- a nonprofit organization founded by a religious congregation or religiously-motivated incorporators and board members that clearly states in its name, incorporation, or mission statement that it is a religiously-motivated institution; or
- a collaboration of organizations that clearly and explicitly includes organizations from the previously described categories.

Defining a community organization is particularly challenging, and there is no universally accepted definition. Most individuals refer to community organizations as those that involve members of the community in the governing structure. Some even use the zip codes of a Board of Directors to determine if an organization is community-based.

The Corporation does not intend to impose a single definition of faith- or community-based organization, but encourages states and local programs to employ a definition that accounts for an organization's ability to represent the interests of the community in which it serves, including those organizations and groups that have not received funds from federal or state human service programs.

In addition, recent data indicates widespread interest and involvement in community service and service-learning activities by private schools. A 1999 study of community service and service-learning participation by 6th through 12th graders by the U.S. Department of Education's National Center for Education Statistics indicates that a higher percentage of private school students are engaged in service than their public school counterparts. Sixty-six percent of private school students who participated in service indicated that the service they did was accompanied by related reflection and classroom activities; 56% of public school students who participated in service indicated the same education activities.⁵ All Learn and Serve America applicants are strongly encouraged to design programs that provide

⁵ Kleiner, B. & Chapman, C., *Youth Service-Learning and Community Service Among 6th Through 12th Grade Students in the United States: 1996 and 1999*, US Department of Education, National Center for Education Statistics (1999).

opportunities for private nonprofit and religious schools to participate in service-learning activities. School-Based formula grantees are required to include opportunities for private school teachers and students to participate in their state plans (see School-Based Formula Application Guidelines).

Successful new applicants will be those that demonstrate partnerships (e.g., subgrantees where appropriate, service sites, or community partnerships) with community organizations (secular and faith-based) and/or private nonprofit schools. This includes nonprofit organizations, schools, and neighborhood groups, as well as the faith-based organizations identified above.

In developing applications and strengthening activities with community organizations, we encourage you to make use of training and technical assistance resources provided by the Corporation. See our website at www.nationalservice.org

For 2003, our goals in this area are to increase the number of community, faith-based, and grassroots organizations that access Corporation resources and to encourage larger nonprofit organizations to seek partnerships with community organizations (both secular and faith-based). We encourage applicants to support the efforts of civic, community, education, and faith-based organizations to solve local programs.

We are not prescribing any particular approach for meeting this goal of providing support to community organizations (secular and faith-based). As noted above, in some instances, community or faith-based organizations may be direct applicants for grant funding. In other cases, Corporation-funded programs might partner with such organizations to meet their objectives.

Audit and Financial Information

In the past, the Corporation reviewed an applicant's financial information after approval of a potential grant and prior to award. In 2003, we plan to review such information for nonprofit organizations and Indian Tribes in conjunction with the application in order to assess your organization's potential for sustainability and your overall financial capacity. This does not apply to State Education Agencies or institutions of higher education. There are no changes to the responsibilities and roles of the Corporation to assess an organization's financial systems for suitability to receive federal funds. See the application instructions for additional details.

Federal Work Study and Student Service

[Required for all Higher Education Institutions applying for funding]

Currently, the Higher Education Reauthorization Act of 1998 requires that all institutions of higher education who receive Federal Work Study (FWS) funds use a minimum of 7% of their total FWS budget for community service placements (each college must also include a literacy component as defined in regulations by the Department of Education). In school year 2001, higher education institutions of all types used, on average, 14% of their FWS allocations to support community service. As part of the Call to Service, President Bush has called upon colleges and universities to dedicate half of their FWS funds to community service. Because this is one important vehicle to encourage and

expand student service, the Corporation is interested in what campuses are doing to meet and exceed the current requirement. While the FWS program is administered by college financial aid offices, many colleges have built strong relationships between the community service, service-learning, or volunteer office and the financial aid office to enhance community service efforts of the campus. Some service offices even manage the community service FWS program on their campus. Both service offices and community partners can assist the financial aid office in enhancing community service FWS programs. For more information on the FWS for Community Service program, you can read about it online at www.ed.gov/offices/OPE/pubs/WorkStudy/.

The Corporation has summarized data reported to the Department of Education on Federal Work Study for Community Service usage. If you would like to see how your institution's usage compares to other institutions, you can view this report online at www.nationalservice.org/resources/.

Programs operated by higher education institutions that apply for funding must describe their institution's efforts to support community service under FWS. Specifically, include the percentage of your school's 2001-2002 FWS funds that were used for community service placements and your plans for further efforts in this area. We will use this information in determining whether to make an award to your institution.

Learn and Serve America: Higher Education is conducting a competition for individual institutions and consortia to create demonstration programs to support and supplement community service Federal Work Study programs. These programs should increase the usage of FWS funds for community service; improve the quality of FWS community service programs; provide training and technical assistance to higher education institutions, nonprofits, and schools on community service FWS; and disseminate effective practices. Please see page xx for application instructions.

Recognition for Participants

Programs should include an effective plan for recognizing service activities and service leadership through awards or ceremonies. The Corporation sponsors two national recognition programs for individuals: the President's Student Service Awards and the Presidential Freedom Scholarships.

The **President's Student Service Awards** consist of a pin and a certificate of recognition signed by the President and are available to students of any age. Individuals in kindergarten through college who have performed at least 100 hours of service within a 12-month period are eligible for the **Gold Award**. Youth in kindergarten through eighth grade who have performed at least 50 hours of service within a 12-month period may receive the **Silver Award**. All schools, colleges, nonprofit organizations, civic groups, religious organizations, unions, or businesses may certify students for the President's Student Service Awards. All Learn and Serve America programs should consider making the President's Student Service Awards a part of their participant recognition activities. The Awards website is: www.student-service-awards.org/awards_index.htm

Each high school in the country may select up to two students to receive a \$1,000 **Presidential Freedom Scholarship** in recognition of their outstanding leadership in service to the community. The student(s) selected may be either a high school junior(s) or senior(s). With funds appropriated by Congress, the Corporation for National and Community Service provides \$500 for each scholarship, which must be matched with \$500 secured by the school from the community. In addition to the scholarship, students receive a certificate and letter of recognition from President Bush, and a gold President's Student Service Award pin. All Corporation programs who work in or with high schools should consider providing Presidential Freedom Scholarships to student leaders in service and service-learning. More information about the Presidential Freedom Scholarships may be found on the Corporation's website, www.nationalservice.org/scholarships/

Nominations for both programs may be submitted online, and we expect that you will include these programs in your recognition plan, as well as any other recognition programs you may wish to add. Programs may also wish to disseminate the President's Record of Service to programs. The Record of Service is available online www.usafreedomcorps.gov.

We also sponsor the National Service-Learning Leader Schools. This recognition program for schools is currently being revamped and will be offered again in 2004. For up-to-date information about each of our recognition programs, visit the Corporation's website, www.nationalservice.org.

On-Line Grant Application Submission (NEW!)

The Corporation is working with other federal agencies to simplify federal grant-making processes (as required under Public Law 106-107) and provide access to federal activities over the Internet (in response to the President's Management and Performance Plan). We have developed a new grants management system that includes on-line grant applications, awards, and reporting. Other activities, including applying for grants, audit resolution, and the award process are now done through the new system, known as *eGrants*.

This year, you should submit your application on-line by using the Corporation's new e-Grants system. The information you need to complete an on-line application can be found by visiting the Learn and Serve website: <http://www.learnandserve.org/> and clicking on **Apply for a Grant**. There is a "helps and hints" guide that will assist you as you create your application. Please make sure that you begin your application well in advance of the deadline in order to provide time to work with any technical difficulties you may experience.

Because the system is web-based, we anticipate a substantial volume of traffic on the system around the application deadlines. We strongly encourage you to plan in advance, familiarize yourself with the eGrants system well before the due date, and start your online application early.

APPENDIX A

CITIZENSHIP GOALS

Citizenship goals for Learn and Serve America programs to consider adopting for their participants are to:

- foster within themselves and among their peers positive attitudes regarding the value of lifelong citizenship and service for the common good;
- discuss and explore their community and the people, processes, and institutions that are most effective in improving community conditions;
- enhance their ability to plan effective service projects that respond to real community needs; and
- develop the social, cultural and analytical skills necessary to effectively participate in American democracy.

In achieving these goals, programs could assist participants in attaining the following educational outcomes:

Knowledge

Participants will:

- recognize the variety of characteristics and actions of effective, participating citizens;
- identify and describe the community in which they live;
- understand and be capable of explaining the role and importance of the voluntary sector in our nation;
- understand and be capable of explaining how the principles set out in the Declaration of Independence and the Preamble to the Constitution, are related to the voluntary sector;
- identify, define, and describe local problems and their connection to problems on the state and national levels; and
- discuss and explore the variety of ways an individual can help solve community problems.

Skills

Participants will:

- process and evaluate information for objectivity, accuracy, and point of view;
- apply information to effective efforts to help solve social problems;
- assess the consequences of and appropriate context for personal action;
- further develop and use critical-thinking skills and ethical reasoning to make informed and responsible decisions;
- further develop and use verbal and written communication skills to convey ideas, facts and opinions in an effective and reasonable manner;
- work cooperatively with others and develop effective teambuilding practices; and
- effectively advocate individual and shared interests.

Attitudes

Participants will:

- respect what we have in common as Americans;
- recognize and respect the different backgrounds of Americans;
- develop a sense of personal efficacy;
- understand that rights and freedoms require accepting civic responsibilities;
- and
- foster within themselves the value of service, the importance of continued involvement in the community, and attachment to the principles of freedom and equality on which our nation rests.